DOCUMENT RESUME

ED 460 559 EC 308 779

TITLE	Training Speech-Language Pathologists To Serve Culturally Diverse Populations: A Model for the 21st Century. Final Progress Report.
SPONS AGENCY	Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE	2000-06-30
NOTE	14p.
CONTRACT	H029E960005
PUB TYPE	Reports - Descriptive (141)
EDRS PRICE	MF01/PC01 Plus Postage.
DESCRIPTORS	American Indians; Asian Americans; Blacks; *Cultural Awareness; Cultural Differences; *Diversity (Student); Elementary Secondary Education; Higher Education; Hispanic Americans; *Language Impairments; *Masters Programs; Minority Groups; Multicultural Education; Professional Development; *Speech Impairments; *Speech Language Pathologists; Speech Therapy

ABSTRACT

This final report discusses the activities and outcomes of a project designed to train specialized professionals in speech-language pathology to provide diagnostic, management, and preventative services to culturally diverse populations including African Americans, Hispanics, American Indians, and Asian Americans whose needs are often neglected or inadequately met. A secondary goal of the project was to increase the number of minority professionals in the field of speech-language pathology, particularly those who will provide services to infants, toddlers, and youth within public schools. Throughout the project period of July 1, 1996 through June 30, 2000, a total of 16 master's degree students participated in the project. Of the 16 students, 14 were African American, one was Hispanic, and one was Caucasian. Students completed a required course in applied sociolinguistics and an additional course in language and culture to impart knowledge and clinical applications regarding culturally diverse populations. A final component of the project was a specialized practicum with culturally diverse populations. Graduates of the project were readily employed in the profession based on the knowledge and skills imparted by the project and the master's program. The report includes evaluation results of the students' competencies. (CR)

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ED 460 559

FINAL PROGRESS REPORT

Training Speech-Language Pathologists to Serve Culturally Diverse Populations: A Model for the 21st Century

HO29E960005
July 1, 1996 – June 30, 2000

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EC 308779

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FINAL PROGRESS REPORT

Training Speech-Language Pathologists to Serve Culturally Diverse Populations: A Model for the 21st Century
Project Summary

The following is the Final Progress Report of the OSEP project, H029E960005 "Training Speech-Language Pathologists to Serve Culturally Diverse Populations: A Model for the 21st Century." The project period and the performance period for this document is July 1, 1996 through June 30, 2000. The project was funded for the amount of $634,776 over the 4-year performance period.

The goal of this project was to train specialized professionals in speech-language pathology to provide diagnostic, management and preventive services to culturally diverse populations including African Americans, Hispanics, American Indians and Asian Americans whose needs are often neglected or inadequately met. A secondary goal of the project was to increase the number of minority professionals in the field of speech-language pathology, particularly those who will provide services to infants, toddlers and youth within public schools.

Throughout the project period, a total of16 master's students participated in the project. Students completed a course required in Applied Sociolinguistics and an additional course in Language and Culture to impart knowledge and clinical applications regarding culturally diverse populations. A final component of the project was specialized practicum with culturally diverse populations.

This section will discuss the progress since the beginning of the project with regard to the specific objectives and timelines set forth in the original application, as well as a qualitative evaluation of the project in providing specific skills and competencies to students. Specific objectives of the project were stated in the original proposal as follows:

1) To recruit new students for the project
2) To select most qualified students
3) To provide orientation to new students

4) To provide periodic project meetings with students and project administrator

5) To establish liaisons with agencies for clinical practicum

6) To provide students with coursework relating to issues of communication disorders in culturally diverse population

   a. Applied Sociolinguistics

   b. Language and Culture

7) To conduct project evaluation

8) To conduct annually reviews of the project and make suggestions for development

9) To enable the students to gain the experience in the application of theory to clinical practice.

Specific knowledge set forth for trainees of the project included the following:

1) Principles of language variation and dimensions of communication across cultural and social groups

2) Characteristics, assessment and management of disordered speech and language in culturally diverse populations

3) Normal speech and language development and differential patterns of development in culturally diverse populations

4) Speech and language problems commonly associated with culturally diverse populations

5) Screening, diagnostic and remediation procedures that are sensitive to linguistic and cultural differences

6) Family, parenting and social issues in culturally diverse populations.

The following clinical competencies were provided by the project including the ability to:

1) Adapt and administer formal and informal assessment tools for speech, language and cognitive functioning

2) Conduct a culturally and linguistically valid diagnostic speech and language evaluation

3) Conduct a culturally and linguistically valid family assessment

4) Interpret diagnostic findings from speech, language, and hearing evaluations

as appropriate for culturally diverse populations

5) Design and implement rehabilitation programs that are appropriate for children from culturally diverse populations

6) Make appropriate evaluation of client's progress and follow-up, and make recommendations for treatment

7) Design and implement plans for individual and group therapy

8) Conduct client and family counseling and services that are sensitive to the concerns of culturally diverse populations

9) Adapt and utilize diagnostic and management procedures that are sensitive to the needs of culturally diverse populations

10) Integrate and apply research findings to theoretical and clinical issues as related to culturally diverse populations.

Project Status

A) Completion of Objectives

Six students participated in the project during the 1996-97 school year, seven students during the 1997- 98 school year, seven students during the 1998-99 school year, and six students during the 1999-2000 school year. A list of students who participated in the project and their respective year(s) of participation is presented in Table 1.

Sixteen students were supported over the project period. Two students graduated in 1997, five in 1998, three in 1999, and six in 2000. Generally, students received two years of support except students who entered the project in their second year of study. Only one student was dismissed from the project due to academic difficulties after the first year of participation. This student subsequently graduated from the program without project support.

Students supported by the project were representative of the cultural diversity which is the project's focus. Of the sixteen students who participated in the project, all were female, 14 were African American, one was Hispanic, and one was Caucasian.

TABLE 1
STUDENTS PARTICIPATING IN THE PROJECT 1996-2000

Student	96-97	97-98	98-99	99-00	Year of Graduation
Baron, Nadege	X	X			1998
Capellan, Cynthia	X	X			1998
Carr, Tracey	X	X			1998
Cato, Marnie		X	X		1999
Coutee, Shilonda		X			1998
Denerville, Daphney			X	X	2000
Foster, Tracey			X	X	2000
Grice, Angela			X		1999
Littlejohn, Donna	X				1997
Peyton, Dara	X				1997
Purnell, Benita	X				1998
Shaw, Vanessa			X	X	2000
Smith, Gladys			X	X	2000
Smith, Paige		X	X		1999
Stewart, Tasha				X	2000
Warren, Fatima				X	2000

All students who participated in the project met the requirements for continuation of the fellowship, which were, a) full-time enrollment, b) 3.4 or better grade point average, and c) satisfactory progress and performance in all other grant required activities. Academic progress and student status was monitored by the Project Director through project meetings, required grade reports and consultation with faculty and clinical supervisors. Thus, no student failed to meet graduation or project requirements.

All students in the project completed a multicultural clinical practicum. With coordination by the external practicum supervisor(s), site placements were made according to the availability of multicultural clientele. As stated in the original proposal, there was no limitation of client

contact hours. A list of students and their respective multicultural practicum site is given below.

TABLE 2
MULTICULTURAL CLINICAL PRACTICUM COMPLETED

Student	Practicum Site	Semester Completed	Populations Served
Baron, Nadege	Washington Hospital Center	Summer 1997	Asian, Hispanic, African American
Capellan, Cynthia	D.C. Public Schools	Spring 1998	Hispanic
Carr, Tracey	Therapeutic Network Rehabilitation	Spring 1998	Bilingual
Cato, Marnie	Prince Georges County Public Schools	Spring 1998	Hispanic Bilingual
Coutee, Shilonda	Prince Georges County Public Schools	Fall, 1997	Hispanic Bilingual
Denerville, Daphney	Hunt Place Clinic	Spring, 2000	African American Hispanic
Foster, Tracey	D.C. Public Schools	Spring 2000	African American Hispanic
Grice, Angela	Magnolia/Regency Nursing Center	Spring 1999	Jamaican Italian Korean
Littlejohn, Donna	Hunt Place Clinic	Spring 1997	African American Hispanic Asian
Peyton, Dara	Episcopal Center for Children	Spring 1997	African American Hispanic Asian
Purnell, Benita	Kennedy Institute	Summer 1997	African American Indian Hispanic
Shaw, Vanessa	Prince Georges County Public Schools	Spring 1999	African American Hispanic Asian
Smith, Gladys	Joseph P. Kennedy Institute	Spring 2000	African American Hispanic
Smith, Paige	Montgomery County Public Schools	Spring 1998	African American Asian East Indian European
Stewart, Tasha	Hospital for Sick Children	Spring 2000	Hispanic Indian African American
Warren, Fatima	Prince George County Public School	Spring 2000	African American Hispanic

In addition to classroom and clinical activities, the project also supported students attendance to designated conferences and conventions which addressed topics related to culturally diverse populations. Over the four year course of the project, conferences included the National Black Association for Speech, Language and Hearing (NBALSH) Convention in Cleveland, Ohio (1997), Washington DC (1998), St. Louis, Missouri (1999), and Jackson, Mississippi (2000); the Symposium on Language Diversity in Austin, Texas (1997), and the American Speech- Language-Hearing Association (ASHA) Convention in Boston (1997) and San Francisco (1999). Students were required to attend at least three sessions related to culturally diverse populations and to submit a written summary of each.

Students were also encouraged to participate fully in conventions and meetings and to present papers and poster sessions. Over the four year span of the project, two students presented research papers at conferences. Ms. Benita Purnell presented a paper entitled "Performance of African American Students on a Modified Version of the TOLD-I 2" at the NBASLH Convention in 1998, and Ms. Daphney Denerville presented a paper entitled "Standardization and Validation of a Test of Articulation for African American Children" at the NBASLH Convention in 1999 in St. Louis, Missouri.

Students were kept abreast of project activities and expectations through regular correspondence from the project director and project meetings. In addition, at the end of each school year graduating students were given an exit interview to solicit their suggestions for development of the project. Although students are given a thesis/non-thesis option, three students from the project completed theses, all of which focused on multicultural populations. The thesis of Ms. Daphney Denerville won second prize at the NBALSH Scholarship Competition and first prize in the Howard University Graduate Research Competition. Students and their thesis topics are listed below.

Student/Year of Graduation	**Thesis Topic**
Donna Littlejohn/ 1997	A Descriptive Comparison of the Clinical Evaluation Of Language Fundamentals-3 Versus Narrative Assessment in the African American Population

Angela Grice/ 1999	Storybook Reading in African American Mother-Toddler Dyads from Diverse Educational Levels
Daphne Denerville/ 2000	Standardization and Validation of the Test of Articulation For African American Children

Graduates of the project were readily employed in the profession based on the knowledge and skills imparted by the project and the Master's program. Graduates and their work settings are listed below:

TABLE 3
GRADUATE EMPLOYMENT SETTINGS

Student	Year of Graduation	Employment Setting
Baron, Nadege	1998	New York City Board of Education Brooklyn, New York
Capellan, Cynthia	1998	Burch Early Childhood Center Bronx, New York
Carr, Tracy	1998	Rehabilitation Clinic Wilmington, North Carolina
Cato, Marnie	1999	Children's Center Washington, DC
Coutee, Shilonda	1998	District of Columbia Public Schools Washington, DC
Denerville, Daphney	2000	District of Columbia Public Schools
Foster, Tracey	2000	Chesapeake Center Washington, DC
Grice, Angela	1999	Doctoral Candidate Howard University Washington, DC
Littlejohn, Donna	1997	Prince Georges County Public Schools Prince Georges County, Md.
Peyton, Dara	1997	New York City Board of Education

		New York, New York
Purcell, Benita	1998	Baltimore City Public Schools Baltimore, Maryland
Shaw, Vanessa	2000	National Rehabilitation Hospital Washington, DC
Smith, Gladys	2000	Columbia University Hospital New York, New York
Smith, Paige	1999	Southern Virginia Training Center Harrisburg, Virginia
Stewart, Tasha	2000	Beverly Health Care Myersdale, Pennsylvania
Warren, Fatima	*2001	District of Columbia Public Schools Washington, DC

Several students displayed interest or made plans to enter doctoral programs. Ms. Vanessa Shaw and Ms. Gladys Smith both participated in the Bridges Program at the University of Iowa. These students are expected to enroll in the doctoral program at the University of Iowa upon completion of their clinical fellowship year in Fall, 2001. Ms. Angela Grice is currently a second year doctoral student at Howard University. Ms. Daphne Denerville Plans to enroll in Stanford University in 2001 following her clinical fellowship year.

B. Operation of the Project

Design of the Project. The basic design of the project was unaltered from the original proposal. As previously discussed students enrolled in Applied Sociolinguistics As an elective, a course on Language and Culture, and an additional clinical practicum with culturally diverse populations. Due to close monitoring and advisement by the Project Director students proceeded through all project activities on schedule.

Management of the Project. Management of the project proceeded as planned. Dr. Payne served as Project Director to oversee the operation of the project. Several students served as administrative assistant during the term of the project. Students serving as

administrative assistants were not the same as students participating on the project.

Equal Access for Under-represented Groups. As listed previously, most of the students who participated in the project and all project personnel were representatives of minority groups. The project maintained diversity among the student trainees. Diversity of the student trainees was represented as follows:

Student	Ethnicity
Baron, Nadege	African American
Capellan, Cynthia	Hispanic
Carr, Tracey	African American
Cato, Marnie	African American
Coutee, Shilonda	African American
Denerville, Daphney	African American
Foster, Tracey	African American
Grice, Angela	African American
Littlejohn, Donna	African American
Peyton, Dara	African American
Purnell, Benita	African American
Shaw, Vanessa	African American
Smith, Gladys	African American
Smith, Paige	Caucasian
Stewart, Tasha	African American
Warren, Fatima	African American

Evaluation of Competencies. As described in the original application, competencies of the students were evaluated in four ways: 1) academic grades, 2) comprehensive examination, 3) student survey and 4) alumni surveys. All students were required to submit their grade report following each semester. Grade reports were monitored by the project director to assure that all students maintained a minimum 3.4 grade point average or face termination of the fellowship award.

The comprehensive examination was administered in November and March of each year. Questions from the required course "Applied Sociolinguistics" were included on the examination. All graduates of the project successfully completed their comprehensive exam, with the exception of students who completed a thesis.

For the student survey, questionnaires were distributed once a year to project participants.

Results of the student evaluations for the project period are presented on the following page. The project was not evaluated formally during the first project year 1996-1997. However, participating students evaluated the project during the next period 1997-1998. Criterion was set at 80 percent positive response to each evaluation concern. According to the results, the project was successful in providing the knowledge and competencies for culturally diverse populations. Criterion was set for all evaluation items with the exception of critical evaluation of research (Part I, Item 14) in project year 1997-98.

The Department of Communication Sciences and Disorders at Howard University is pleased to provide this report of successful performance for this project. We are proud of the accomplishments of the project and its students. We are certain that the impact of the project promotes the goals of the IDEA and the OSERS mission. We are eternally grateful for the confidence placed on our ability to provide the training described within.

TABLE 4
STUDENT EVALUATION RESULTS

Part I- Preparation for Professional Activities

		% Positive Response-Adequate, Above Average and Excellent Preparation		
		1997-98 (n=6)	1998-99 (n=5)	1999-2000 (n=5)
1.	Write therapy objectives and lesson plans	100	100	100
2.	Write diagnostic reports	100	100	100
3.	Write therapy reports	100	100	100
4.	Interpret diagnostic findings	100	80(20 N/A)	100
5.	Screen hearing disorders	100	100	100
6.	Familiarization with and appropriate use of diagnostic tests	100	100	100
7.	Recognize linguistic and cultural biases in diagnostic tests	100	100	100
8.	Use therapy tools effectively and appropriately	86	100	100
9.	Create self-made therapy tools	100	100	100
10.	Apply diagnostic and remediation procedures to the needs of culturally diverse populations	100	100	100
11.	Apply theoretical knowledge to therapy	86	100	100
12.	Treat individuals with severe or multiple communication disorders	86	100	100
13.	Provide appropriate clinical services to individuals and families from a variety of cultural and linguistic backgrounds	100	80(20 N/A)	100
14.	Critically evaluate research in the field	75	100	100
15.	Treat individuals with various speech, language and hearing problems with culturally and linguistically valid procedures and materials	100	100	100
16.	Treat individuals at all ages levels including infants and preschool children	88	100	100
17.	Conduct client counseling	86	80	100
18.	Communicate effectively with professional in other disciplines about diagnostic and remediation issues	86	80	100

Part II-Operation of the Department

		%Positive Response (Agree, Strongly Agree)		
1.	In general, the academic skills were appropriate	88	100	100
2.	In general, the faculty was competent	88	100	100
3.	In general, the clinical supervisors were competent	100	100	100
4.	In general, the clinical training aspect was adequate	86	100	100
5.	In general, the financial assistance was adequate	86	100	100
6.	In general, the academic program was challenging	86	100	100
7.	In general, the project was helpful in job placement	100	100	100

STUDENT EVALUATION RESULTS (Continued)

Part III- Knowledge and Abilities Relative to Culturally Diverse Populations

		%Positive Response- Adequate, Above Average and Excellent Preparation		
		1997-98 (n=6)	1998-99 (n=5)	1999-2000 (n=5)
1.	Sensitivity to and appreciation for cultural differences	83	100	100
2.	Differentiation of communication disorders from communication differences	83	100	100
3.	Understand and critique research for cultural relevance and validity	66	100	100
4.	Principles of language variation across cultural and social groups	83	100	100
5.	Characteristics, assessment and management of disordered speech and language in culturally diverse populations	83	100	100
6.	Normal speech and language development and differential patterns of development in culturally diverse populations	83	100	100
7.	Screening, diagnostic, and remediation procedures that are sensitive to language and cultural differences	83	80(20 N/A)	100
8.	Family, parenting and social issues, particularly as related to normal and pathological language development	83	80(20 N/A)	100

Part IV- Specific Clinical Competencies for Multicultural Populations

		%Positive Response- Adequate, Above Average and Excellent Preparation)		
		1997-98 (n=6)	1998-99 (n=5)	1999-2000 (n=5)
1.	Conduct a culturally and linguistically valid diagnostic evaluation	83	100	100
2.	Adapt and modify assessment procedures including test items and scoring procedures	83	100	100
3.	Interpret diagnostic findings and apply them to an appropriate course of action for the client	83	100	100
4.	Adapt and utilize management procedures that are sensitive to the needs of culturally diverse populations	83	100	100
5.	Identify and utilize the appropriate learning styles of culturally diverse populations for treatment	83	80(20 N/A)	100
6.	Recognize and utilize the strengths of families in culturally diverse populations	83	80(20 N/A)	100